EDUCATORS RISING

GENERAL COMPETITION INFORMATION

Failure to follow the stated guidelines could result in disqualification of student competing.

All students wishing to compete at the Educators Rising National Conference must complete 3 required steps:

1. Be an Active-level paid national member of Educators Rising for the current school year. State level membership must be paid, if applicable.

2. Sign up to compete at the national conference and submit any required materials by the stated deadline through the Student Resources section in the EdRising Membership Portal.
This is NOT done automatically if you competed at a state or regional conference.

3. Register to attend the Educators Rising National Conference.

LEVELS OF COMPETITION

- The breakdown of grades noted below is used to designate levels for competition entries. Not all competitions are open to all divisions.
  - Middle School level — Grades 7, 8
  - High School Junior Varsity level — Grades 9, 10
  - High School Varsity level — Grades 11, 12
  - Collegiate level – Undergraduates only

- Teams consisting of students from varying grade levels will be placed in the division for the grade level of the most senior member.

- If there are not at least three competitors registered for a competition in a division, the competitors will be moved to the next highest division. The collegiate division will compete in their own division regardless of the number of competitors.

GENERAL RULES AND REGULATIONS

NOTE: General rules and regulations apply to all competitive events and are in addition to each event's specific guidelines.

Eligibility

- Students must be a paid Active-level student member of Educators Rising no later than February 1 of the year in which they are competing.

- Students may enter up to a total of two events. This can be either two individual events, two team events, or one individual and one team event.

- Teacher leaders may enter up to two students per school in each individual event per division and one team for team events per division.

  - All team events must have at least two students (and no more than four) per school to qualify.

  - For teams consisting of students of varying grade levels, the team will be placed in the division for the grade level of the most senior member.

- If a competitor is from a state that holds state competitions, they must first qualify in that given event at their state conference before competing in that event at the Educators Rising National Conference. Contact your state/regional coordinator to see if your state offers competitions. Visit **bit.ly/EdRisingAffiliates** to contact your state/regional coordinator.

- For states that offer state-level competitions, the top ten places in each competition for each division offered by the state will be eligible to compete at the Educators Rising National Conference; no other entrants from states that offer the competition at the state level will be eligible for those state-level-offered competitions.

- For states that do not offer state-level competitions, students may register to compete in those events at the Educators Rising National Conference. This applies to all Educators Rising national competitions.

  - For example, if you want to compete in Impromptu Speaking but place eleventh or lower in your state- level Impromptu Speaking competition or don't compete in the state level competitions at all — you unfortunately can't compete in Impromptu

Speaking at the Educators Rising National Conference this year. If you live in a state that didn't hold an Impromptu Speaking state-level competition, you may register to compete in that event at the Educators Rising National Conference.

Competition Entries

- All submitted materials must reflect original work from the 2020-2021 school year. Material that may have been created or submitted in previous years is ineligible.

- **In order to be scheduled to compete in a national competition, all competitor applications, national dues and required materials must be submitted by the deadline stated in the Student Resources Section of the EdRising Membership Portal.**

  - Each competition guideline will identify what materials are required for submission prior to the competition. Failure to submit required materials by the submission deadline will result in disqualification.

  - ***Students who have won state-level competitions must also submit their entries on the national website by the deadline to compete at the national conference. Your state does not do this for you.***

- For entries in national competitions, competitors must submit or bring to the event all required materials described in the national competition guidelines. Any materials or forms submitted at previous state or local presentations need to be resubmitted for the national competition in order to count in national competitions.

- All video files that are submitted in advance must be in .mp4 format. Videos that are not in this file format will not be accepted and will be immediately disqualified. Videos will not be accepted by mail. The maximum file size for any video submitted in advance is 2 GB. **All competitors should also bring a copy of the video file on a USB drive to the conference.** Educators Rising competitions comply with FERPA in regard to student privacy and video security. Competitors are responsible for ensuring that their competition videos comply with local and state requirements regarding student privacy.

- Except when explicitly specified, the internet may not be used during a competition presentation at the Educators Rising National Conference. All relevant files and resources should be brought to the competition site on a USB drive. All Prezi files should be downloaded to the USB drive. Internet access may not be available during the competition. Students should bring their own pointing device, if needed.

Conference Registration, Attendance, and Participation in Events

- **All competitors must attend the Educators Rising National Conference.** Conference dates and location will be posted on the Educators Rising website and Membership Portal.

- Competitors must report to their assigned areas on time. Failure to report at their scheduled time can result in disqualification. Competition schedules will be posted in the Educators Rising Membership Portal one month prior to the conference. Be sure to check these schedules prior to your arrival.

- Competitors are expected to dress in business-casual attire. **(See the section Competition Dress Code for details on what is acceptable.)** Points will be deducted from the entrant's score for failure to follow the stated dress code.

- Spectators may not coach or offer any verbal or nonverbal assistance to a contestant during that contestant's assigned time slot with the judges. A breach of this guideline may result in disqualification of the contestant.

- Teacher Leaders, Chaperones, and Parents are prohibited from approaching judges to discuss scoring or feedback. All questions or concerns should be brought to the attention of a national office staff member.

Competition Dress Code

All competitors are expected to dress in business-casual attire when competing. Refer to the guidelines below for a detailed explanation of what is and is not permissible as "business casual.

- **Slacks, Pants, and Suit Pants**
  Slacks that are similar to Dockers and other makers of cotton or synthetic material pants, wool pants, flannel pants, dressy capris, and nice-looking dress synthetic pants are acceptable. Inappropriate slacks or pants include jeans, sweatpants, exercise pants, Bermuda shorts, short shorts, shorts, bib overalls, leggings, and any spandex or other form-fitting pants such as those in which people wear for biking.

- **Skirts, Dresses, and Skirted Suits**
Casual dresses and skirts, and skirts that are split at or below the knee are acceptable. Dress and skirt length should be at a length at which you can sit comfortably in public. Mini-skirts, skorts, sun dresses, beach dresses, and spaghetti-strap dresses are inappropriate.

- **Shirts, Tops, Blouses, and Jackets**
Casual shirts, dress shirts, sweaters, tops, and polo shirts are acceptable. Educators Rising polo shirts are encouraged. Inappropriate attire includes tank tops; midriff tops; shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans; halter-tops; tops with bare shoulders; sweatshirts, and t-shirts unless worn under another blouse, shirt, jacket, or dress.

- **Shoes and Footwear**
Conservative athletic or walking shoes, loafers, clogs, sneakers, boots, flats, dress heels, and leather deck-type shoes are acceptable. Flashy athletic shoes, thongs, flip-flops, and slippers are not acceptable.

- **Hats and Head Covering**
Hats are not appropriate inside of the building. Head covers that are required for religious purposes or to honor cultural tradition are allowed.

Citations, References, and Copyrighted Material

- All ideas, text, images, and sound from other sources used for the competition must be cited in competition submissions.

- Competitors are strongly discouraged from using copyrighted material in their competitive entries. If copyrighted material is used, written permissions must be obtained for the rights to display and present media-related materials at the Educators Rising National Conference and to post media-related materials on the Educators Rising website. All permissions obtained to use copyrighted material must be included with entry submission. (Note: This requirement applies to music used in videos, graphics taken from the internet, and other media-related materials. It does not apply to artifacts collected for a project.)

- Plagiarism is strictly prohibited in all documents submitted. Judges can disqualify students competing if it is determined that any part of their documents have been plagiarized.

Electronic Devices

- Recording devices are not allowed in competitive events.

- Special approval from the event coordinator and the competitor is required before any event may be recorded.

- All electronic devices—including but not limited to, cell phones, iPads/tablets, electronic readers, smart watches, etc.—must be turned off unless otherwise noted in specific event regulations.

- No electronic communication devices of any kind are permitted during competition.

Student Responsibilities for Competitions

- Students and advisors must routinely check the EdRising Membership Portal for updated information about general rules and competitive event guidelines

- Students who participate in any Educators Rising competitive event are responsible for knowing all updates, changes, and clarifications related to that event.

- Certificates will be awarded to the top 10 entries. Awards will be presented to the top three entries in each category.

- Entrants grant Educators Rising the right to use and publish the submission in print, online, or in any media without compensation.

- Entrants grant Educators Rising the right to post photos of students for promotional purposes on the Educators Rising website, Membership Portal, and social media sites.
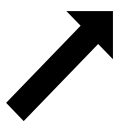
ENTRIES WILL BE SUBMITTED THROUGH THE EDRISING MEMBERSHIP PORTAL (members.pdkintl.org) IN THE STUDENT RESOURCES SECTION.

HAVE ANY QUESTIONS? CALL 800-766-1156 OR EMAIL INFO@EDUCATORSRISING.ORG.

CHECKLIST FOR APPLYING FOR EDUCATORS RISING NATIONAL COMPETITIONS

Ready to compete at Nationals?

Here is a checklist to help you get prepared, registered,
and on the official schedule for nationals!

SUBMISSIONS OPEN: **FEBRUARY 1, 2021 8:00 A.M.** EASTERN TIME
DEADLINE TO APPLY FOR ON-SITE SCHEDULING: **APRIL 19, 2021 5:00 P.M.** EASTERN TIME

☐ **Review the full national competition guidelines and rubric.** Check the Resources Section in the EdRising Membership Portal. Some processes may be different from your state/regional conference.

☐ **Log in to the EdRising Membership Portal, go to the Educators Rising High School Resources section, and click on the Student Resources tab.** Select the competition you are interested in from the list. Read the guidelines and rubrics and then click Apply, which will take you to the national competition online platform.

☐ **Complete the online application, upload any required documents/videos, and submit.** Depending on your competition, some of these items are judged **before** the conference so make sure they are in their final form. Recommendation: Have someone proofread your documents prior to submitting them. Many points have been lost in past years by competitors who had many spelling, grammar, and mechanics errors in their work.

You must complete and submit the online application by the deadline stated in the Student Resources section of the EdRising Membership Portal to be scheduled to compete at the Educators Rising National Conference. ***Participating at a state or regional conference does not provide a pass on completing this process.***

☐ **Print and save your confirmation email.** You will need this information when you register for the conference.

☐ **Register to attend the Educators Rising National Conference**. All national conference information, including how to register, can be found in the Resources section of the EdRising Membership Portal.

☐ **Find out when you are scheduled to compete on-site.** Competition schedules will be posted in the EdRising Membership Portal one month prior to the conference. After this date, you can log in and go to the Resources section to find the posted schedules.

☐ **Practice, practice, practice!** The best way to prepare for your on-site competition is to practice in front of your peers. Recommendation: Reread the National Competition Guidelines and Rubric for your competition.

☐ **See you at Nationals!** The top 10 for each competition will be announced at the National Conference Awards Celebration on the final day of the conference. Don't miss your chance to be recognized! Be sure that when you plan your transportation for the conference that you can attend this final celebration.

LESSON PLANNING AND DELIVERY COMPETITION
Career & Technical Education (CTE)

COMPETITION TYPE: Individual — Closed to spectators
ELIGIBILITY LEVELS: High School Junior Varsity, High School Varsity
EDUCATORS RISING STANDARDS:

- Standard I: Understanding the Profession
- Standard II: Learning About Students
- Standard III: Building Content Knowledge
- Standard IV: Engaging in Responsive Planning
- Standard V: Implementing Instruction
- Standard VI: Using Assessments and Data
- Standard VII: Engaging in Reflective Practice

"Rigorous, relevant, and results-driven CTE programs are vital to preparing students to succeed in the global economy of the 21st century… Millions of Americans and their families stand to benefit from the transformation and elevation of career and technical education."

— Former U.S. Secretary of Education Arne Duncan

Contest Purpose

Planning, preparing, and delivering effective instruction is the heart of the work of all educators. This competition challenges young educators to plan and deliver a lesson of their choosing to an actual CTE classroom of students. Self-reflection following the lesson is an essential component of this competition; a clear-eyed evaluation of what you've done is the best way to learn and make wise choices in the future.

Educators Rising is one of nine board member organizations of the National Coordinating Council of Career and Technical Student Organizations. Many Educators Rising chapters across the nation operate as part of a CTE program of study. This competition is an opportunity to explore paying forward that positive experience of a being in an excellent CTE program.

This competition encourages Educators Rising members to try out teaching a lesson as a Career Tech teacher. To enter this competition, a student will teach a lesson in a real CTE classroom. CTE programs prepare students to succeed in the world of employment through authentic, real world experiences and hands-on learning. The CTE programs of the future need exceptional teachers to lead them. For this competition, Educators Rising members may plan and deliver a lesson in any of the 16 Career Clusters or their 79 Career Pathways. The full list is here: https://careertech.org/career-clusters.

Competition Guidelines

There are three components to this competition:
- *A written lesson plan:* submitted and scored by judges prior to the national conference, but also brought by the contestant to the on-site competition;
- *A lesson delivery video:* submitted and scored by judges prior to the national conference, but also brought by the contestant to the on-site competition [The video is NOT to be screened during the on-site presentation at the national conference; the time is reserved for an interactive reflection.]; and
- *A reflection between contestant and on-site judges at the national conference.* This includes a student presenting his/her reflections about the lesson as well as an interactive Q&A exchange.

LESSON PLAN: A written lesson plan

A. The lesson plan must be submitted online. The entrant should provide his/her name, the name of the classroom teacher and the school where the lesson was taught, the grade level and subject, date lesson was performed, title of lesson, objective of lesson, description of practice activities, desired outcomes of the lesson, and a method of assessing whether the outcomes were achieved.

B. The lesson content and grade level are the entrant's decision.

C. Contestants must bring a copy of the written lesson plan with them to the competition site.

LESSON DELIVERY: A 10-minute-or-less video

A. The lesson described in the plan must be delivered to an actual CTE classroom of students with the classroom teacher present.

B. A 10-minute video, clearly depicting the entrant delivering the lesson, must be submitted online along with the lesson plan. Do not exceed the 10-minute length. *Only the first 10 minutes of the video will be judged.* (Given that most lessons take longer than 10 minutes, your video may be edited to include compilation of important parts of your lesson.)

C. *The video file must be in .mp4 format.* Videos that are not in this file format will not be accepted and will be disqualified. The maximum file size is 2GB.

D. Contestants must bring their video to the competition site on a USB drive.

E. By submitting a video for this Educators Rising national competition, the competitor assumes full responsibility for securing all required, documented consent from persons appearing in the video, or their legal parents/guardians if they are under the age of 18.

REFLECTION: An interactive session with judges

A. The entrant will have 10 minutes with a panel of judges to reflect on the lesson and, optionally, to share student- and/or teacher-created artifacts from the lesson. The reflection should include what the entrant felt went well, how to improve, and what was learned from the experience that will help him/her become a better teacher. Note cards or papers containing entrant-generated material to support the reflection are permitted. A slide deck is encouraged only if the use of slides enhances the entrant's communication of his or her reflection. Slide decks are not required. *The video will not be shown as a part of this session.*

B. Judges may ask follow-up questions during the 10-minute reflective, interactive session.

Judging and scoring

1. The judges' decisions are final.
2. Scoring is based on the Lesson Planning and Delivery Competition – CTE rubric.

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LESSON PLANNING AND DELIVERY— CTE COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY)

DETAILED SCORING RUBRIC

Judges should use this rubric as a guide to assigning points on the Feedback & Tally Sheet.

PRE-SCORED COMPONENTS

Lesson Plan Document

Points Available	5 Accomplished	4 Commendable	3 Developing	2–1 Needs Improvement
Clear & High Expectations	Clear and high expectations are evident throughout every aspect of the plan. This means: Lesson title, goal, and objective are clearly and prominently stated. Goal and objective reflect expert-level choices; they are relevant and rigorous given the instructional context. The lesson is conceived to realistically achieve upper level thinking on Bloom's taxonomy, and the plan clearly spells that out. The plan includes clear alignment to relevant learning standards.	Clear and high expectations are evident throughout most aspects of the plan. This means: The lesson title, goal, and objective are clearly stated, and are logical given the instructional context. The expectations articulated in the goal and objective are clearly built into most aspects of the lesson design. The plan suggests alignment to relevant learning standards.	Clear and high expectations are evident throughout some aspects of the plan. This means: The lesson title, goal, and objective are stated and reflect basic levels of rigor and relevance given the instructional context. The plan could benefit from asking more from students, or from a more strategically designed progression of activities that would be better suited to actually meet high expectations. The plan may offer only superficial information related to learning standards alignment.	Clear and high expectations are evident throughout few or no aspects of the plan. This means: The lesson title, goal, and objective may be missing or unclear or reflect levels of rigor and relevance that may be too low given the instructional context. The plan could benefit from asking much more from students, or from a revision for clarity. The plan makes no mention of alignment learning standards.

Lesson Plan Document Cont.

Points Available	5 Accomplished	4 Commendable	3 Developing	2–1 Needs Improvement
Organizing and Sequencing Content for Student Learning	The progression of the lesson is clearly articulated and strategically designed to maximize student engagement and learning, and to meet the lesson goal and objective.	The progression of the lesson is logically designed to meet the lesson goal and objective. It could benefit from some more explanation for how each facet of the students' experience in the lesson will support the achievement of the goal and objective.	The progression of the lesson aims to meet the goal and objective. It needs more detail or clearer strategy in order to reflect a comprehensive vision of how each facet of the students' experience in the lesson will support the achievement of the goal and objective.	The progression of the lesson seems inconsistent, or unclear, or even at times illogical despite an attempt to achieve the lesson goal and objective.
Instructional Methods	The lesson plan strategically incorporates multiple methods of instruction (ex. teacher talk, student talk, teacher-student interactive talk, student creation of print or non-print text, gallery walk) to maximize student engagement and learning, and to meet the lesson goal and objective. The use of the instructional methods with the content and goal/objective is expert-level in its conception.	The lesson plan incorporates multiple methods of instruction to attempt to maximize student engagement and learning, and to meet the lesson goal and objective. A more strategic use of the instructional methods with the content and goal/objective would likely yield better student outcomes.	The lesson plan attempts to incorporate multiple methods of instruction, but the rationale and strategy may lack appropriate levels of clarity, feasibility, or applicability.	The lesson plan reflects limited understanding of instructional methods to support student learning, student engagement, and meeting the goal and objective.
Materials	The lesson plan is clear about what materials will be required. Those materials are expertly chosen to maximize student engagement and learning, and to meet the lesson goal and objective.	The lesson plan is clear about what materials will be required. Those materials apply to the lesson but may not represent the most efficient selection to maximize student engagement and learning, given the lesson plan's goal and objective.	The lesson plan does include materials to be used but would benefit from greater specificity in their description or strategy in their selection. Not all materials are essential to achieve the lesson's goal.	The lesson plan includes a partial list of materials to be used. The strategy is vague or incomplete for describing how to leverage use of these materials to support student engagement and learning to meet the lesson's objective and goal.

Lesson Plan Document Cont.

Points Available	5 Accomplished	4 Commendable	3 Developing	2–1 Needs Improvement
Assessment	The plan includes a professional- caliber selection of assessment method(s) and a thorough description and rationale as to how student learning relevant to the lesson will be assessed.	The plan includes a detailed description of how student learning relevant to the lesson will be assessed. It could be strengthened with a clearer rationale or a more efficient selection of assessment method(s).	The plan includes a basic description for how student learning relevant to the lesson will be assessed. Its selection of assessment method(s) and rationale as to why reflect commendable if basic understanding of uses of assessment.	The plan includes an attempt at a description of how student learning will be assessed, but the method(s) may not be entirely relevant, realistic, explained, or educationally useful.
Mechanics & Professionalism	Structure and style reflect professional-caliber formatting for a lesson plan. Mechanics — including grammar, spelling, punctuation, and capitalization contain no errors.	Structure, style, and mechanics — including organization, grammar, spelling, punctuation, and capitalization contain one or two errors or formatting distractions.	Structure, style, and mechanics — including organization, grammar, spelling, punctuation, and capitalization contain three or four errors or formatting distractions.	Structure, style, and mechanics — including organization, grammar, spelling, punctuation, and capitalization contain more than four errors or formatting distractions.

Lesson Delivery Video

Points Available	5 Accomplished	4 Commendable	3 Developing	2–1 Needs Improvement
Execution of Clear & High Expectations	Clear and high expectations are evident throughout every aspect of the lesson delivery. This means: The video shows clear and consistent evidence of the students' comprehension of the goal and objective of the lesson. The video shows clear evidence of facilitating students' reaching for thinking on upper levels of Bloom's taxonomy.	Clear and high expectations are evident throughout most aspects of the lesson delivery. This means: The video shows evidence of most students' comprehension of the goal and objective of the lesson. The video suggests that students' reaching for thinking on the upper levels of Bloom's taxonomy.	Clear and high expectations are evident throughout some aspects of the lesson delivery. This means: The video shows evidence that some students comprehend the goal and objective of the lesson. The video shows some evidence that some students attempt thinking on the upper levels of Bloom's taxonomy.	Clear and high expectations are evident throughout few or no aspects of the lesson delivery. This means: The video shows limited evidence that students engaged in an appropriately challenging learning experience or attempted thinking on the upper levels of Bloom's taxonomy.

Lesson Delivery Video Cont.

Points Available	5 Accomplished	4 Commendable	3 Developing	2--1 Need Improvement
Engaging with Students	The video shows clear and consistent evidence that the contestant is comfortable, strategic, and fair when engaging with students. The contestant consistently interacts with students in ways that engender students' desire to participate substantively in their own learning.	The video shows some evidence that the contestant is mostly comfortable, strategic, and fair when engaging with students. The contestant interacts with students mostly in ways that engender students' desire to participate in their own learning.	The video shows evidence that, in several moments, the contestant is comfortable, strategic, and fair when engaging with students. The video may also show 1 or 2 moments in which the student misses or misjudges decisions that may not serve to engender students' desire to participate in their own learning.	The video shows evidence that the contestant is not yet comfortable, strategic, and consistently fair when engaging with students. The video may also show multiple moments in which the student misses or misjudges decisions that may not serve to engender students' desire to participate in their own learning.
Organizing and Sequencing Content for Student Learning	The video shows clear evidence of the execution of a strategically designed progression to maximize student engagement and learning, and to meet the lesson goal and objective.	The video shows evidence that the progression of the lesson is logically sequenced in its execution to meet the lesson goal and objective. It is not entirely clear how every aspect of the students' experience in the lesson supports the achievement of the goal and objective.	The video shows evidence that the progression of the lesson moves the student toward the objective and goal, though multiple, more strategic paths are available.	The video shows a progression of the lesson that seems inconsistent, or unclear, or even at times illogical despite an attempt to achieve the lesson goal and objective

Lesson Delivery Video Cont.

Points Available	5 Accomplished	4 Commendable	3 Developing	2—1 Needs Improvement
Execution of Instructional Methods	The video shows evidence of strategic incorporation of multiple methods of instruction (ex. teacher talk, student talk, teacher-student interactive talk, student creation of print or non-print text, gallery walk) to maximize student engagement and learning, and to meet the lesson goal and objective. The deployment of the instructional methods with the content and goal/objective is expert-level in its execution.	The video shows evidence of multiple methods of instruction in an attempt to support student engagement and learning, and to meet the lesson goal and objective. A more strategic deployment of the instructional methods with the content and goal/ objective would likely yield better student outcomes.	The video shows evidence of attempts to incorporate multiple methods of instruction but the execution may lack appropriate levels of clarity, feasibility, or applicability.	The video reflects limited understanding of the deployment of instructional methods to support student learning, student engagement, and meeting the lesson goal and objective.
Classroom Management	The video shows clear and consistent evidence of expert-level usage of classroom management strategies (ex. physical set-up of classroom, managing transitions within the lesson, addressing off-topic comments, redirecting or preempting disruptions) to achieve maximum possible student engagement throughout the lesson.	The video shows evidence of strong usage of classroom management strategies to achieve near-total student engagement throughout the lesson.	The video shows evidence of usage of classroom management strategies to achieve acceptable student engagement throughout most of the lesson.	The video shows evidence of the contestant's developing understanding of how to manage a classroom. Inefficient or misguided usage of specific management strategies (ex. physical set-up of classroom, managing transitions within the lesson, addressing off-topic comments, redirecting or preempting disruptions) limit potential student engagement throughout most of the lesson.

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Lesson Delivery Video Cont.

Points Available	5 Accomplished	4 Commendable	3 Developing	2—1 Needs Improvement
Execution of Assessment	The video shows clear evidence of a professional-caliber use of assessment to measure student learning directly related to the lesson's objective and goal.	The video shows some evidence of an attempt to assess student learning related to the lesson plan's objective and goal.	The video shows an attempt to assess student learning, but the attempt may be superficial or not position to deliver substantive information related to the lesson objective and goal.	The video shows an attempt at assessment, but the attempt may not relate directly to a clearly state lesson goal and objective. The assessment method(s) may not be entirely relevant, realistic, explained, or educationally useful.
Professionalism	The video shows clear and consistent evidence of the contestant conducting him/herself as a professional educator at all times. This includes manner of speech, appearance, attitude, and enthusiasm.	The video shows evidence of the contestant conducting him/herself as a professional for a strong majority of the lesson. This includes manner of speech, appearance, attitude, and enthusiasm.	The video shows some evidence of the contestant conducting him/herself as a professional during the lesson. This includes manner of speech, appearance, attitude, and enthusiasm.	The video shows inconsistent evidence of the contestant conducting him/herself as a professional during the lesson. This includes manner of speech, appearance, attitude, and enthusiasm.
Execution from Plan to Delivery	The video shows clear and consistent evidence that a well-designed plan successfully translated to a well-executed lesson.	The video shows evidence that the lesson plan was followed carefully.	The video shows evidence that only parts of the plan were translated into the actual lesson.	The video does not clearly show a successful effort to translate most aspects of the plan from idea to reality.

Interactive Reflection

Points Available	15—13 Accomplished	12—9 Commendable	8—5 Developing	4—1 Needs Improvement
Evidence of Rigorous Reflection	The contestant demonstrates professional-level insight to reflect candidly and deeply on all facets of the teaching process, including planning, delivery of instruction, and evaluating effectiveness. The contestant demonstrates professional-level insight in planning for strategic, appropriate next steps to maximize ongoing student learning and engagement.	The contestant demonstrates thoughtful reflection on the teaching process, but may not achieve professional-level depth and insight on every facet (planning, delivery, instruction, evaluating effectiveness). The contestant demonstrates thoughtfulness—though not comprehensiveness—in planning for appropriate next steps.	The contestant reflects on the lesson with observations that range significantly in their depth, insight, and relevance to the teaching process. The contestant's next steps are basic and would benefit from strengthened strategy, rigor, relevance, and understanding of how the featured lesson truly went.	The contestant demonstrates limited or superficial reflection on the lesson, through that process may yield only partial or surface-level insights on the teaching process. The contestant's next steps are not clear or logical, and would benefit from significantly strengthened strategy, rigor, relevance, and understanding of how the featured lesson truly went.
Responses to Judges' Questions	The contestant demonstrates professional-level depth and breadth of insight and knowledge of teaching through thoughtful, comprehensive responses to judges' questions. The contestant's display impressive, professional-level depth of knowledge and understanding given his/her experience and preparation.	The contestant's responses in the Q&A session demonstrated thoughtfulness and reflected successful attempts to address most of the material posed to him/her. The contestant displays some substantive knowledge and understanding of the selected topic based on his/her experience and preparation.	The contestant's responses in the Q&A session demonstrated inconsistency and reflected some successful attempts to address some of the material posed to him/her. The contestant displays basic knowledge and understanding of the selected topic based on his/her experience and preparation.	The contestant's responses in the Q&A session reflected limited or superficial responses.

Interactive Reflection Cont.

Points Available	15—13 Accomplished	12—9 Commendable	8—5 Developing	4—1 Needs Improvement
Overall Impact	The contestant clearly and consistently demonstrates professional-caliber skills in lesson planning, delivery, and reflection. The contestant shows clear and consistent evidence of his/her identity as an educator.	The contestant demonstrates strong skills in lesson planning, delivery, and reflection. The contestant shows evidence of cultivating an identity as an educator.	The contestant demonstrates developing skills in lesson planning, delivery, and reflection. Further practice should yield more strategic pedagogical choices and more consistent success	The contestant demonstrates limited skills in lesson planning, delivery, and reflection. More preparation and expert guidance regarding the basics of planning and delivery instruction are recommended.

LESSON PLANNING AND DELIVERY— CTE COMPETITION

LEVEL (HIGH SCHOOL JUNIOR VARSITY, HIGH SCHOOL VARSITY)

Student Name:_____

Student's School, City, State:_____

- Judges will use the Detailed Scoring Rubric as their guide to score students' competition entries.

- Points and feedback will be emailed to the student competitors no later than two weeks after the conference.

PRE-SCORED COMPONENTS

Lesson Plan Document

	Accomplished	Commendable	Developing	Needs Improvement	Score
Clear & High Expectations	5	4	3	2—1	
Organizing and Sequencing Content for Student Learning	5	4	3	2—1	
Instructional Methods	5	4	3	2—1	
Materials	5	4	3	2—1	
Assessment	5	4	3	2—1	
Mechanics & Professionalism	5	4	3	2—1	

LESSON PLAN DOCUMENT PRE-SCORE_____/ 30

Continued

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Lesson Delivery Video

	Accomplished	Commendable	Developing	Needs Improvement	Score
Execution of Clear & High Expectations	5	4	3	2—1	
Engaging with Students	5	4	3	2—1	
Organizing and Sequencing Content for Student Learning	5	4	3	2—1	
Execution of Instructional Methods	5	4	3	2—1	
Classroom Management	5	4	3	2—1	
Execution of Assessment	5	4	3	2—1	
Professionalism	5	4	3	2—1	
Execution from Plan to Delivery	5	4	3	2—1	

LESSON DELIVERY VIDEO PRE-SCORE_____/ 40

COMPONENTS SCORED ON-SITE

Interactive Reflection

	Accomplished	Commendable	Developing	Needs Improvement	Score
Evidence of Rigorous Reflection	15—13	12—9	8—5	4—1	
Responses to Judges' Questions	15—13	12—9	8—5	4—1	
Overall Impact	15—13	12—9	8—5	4—1	

INTERACTIVE REFLECTION ON-SITE SCORE_____/ 45

TOTAL SCORE_____/115

FEEDBACK FOR STUDENTS: Write two or more sentences.